

## **Application for Participation**

### **Associated Schools Project (ASP) for Promoting International Education**

**Achievement of More Sustainable World for Students; Nurturing of Rich Spirits in Local Nature  
with Local People**

#### **1. Description of Project:**

Isobe Elementary School has been conducting school activities based on the idea of creating a sustainable future for its students; therefore, participating this movement led by UNESCO is now going to heighten its awareness and strengthen its practice toward the school objectives of promoting Education for Sustainable Development (ESD).

Isobe Elementary stands at a blessed location with a river called “Uchibari River” running beside it. The river has been a place for natural science and life-related education ground for all students: 1st and 2nd graders catch crayfish and small fish, 3rd and 4th graders learn about environmental preservation through water examination, and 5th and 6th graders learn about disaster prevention through the river which overflows in every few years during a storm. In addition, coordinated interactive activities are shared with fathers’ club and a kindergarten located in the same school district. Accordingly, Isobe Elementary is determined to work closer to the local environment while allowing students to acquire skills, attitudes and values necessary to shape the sustainable future.

In 2012, Isobe Elementary has reviewed general and life-related curriculums from the view point of environmental education and human rights education. In 2013, it has reviewed values and objectives of its educational materials on local issues for each grade. In addition, it rearranged the material to enhance students’ relations to the local area and local characteristics.

Isobe elementary school is located in a lowland area, and it has taken extra care regarding disaster preventions by seriously considering the overflow of Uchibari River during a rainstorm, and tsunami caused by a giant earthquake. Isobe Elementary places importance on preserving Uchibari River which students are familiar with, however; other effects of the river such as overflow, is focused to heighten students’ sense of disaster prevention and risk reduction. Also, disaster prevention activities among students, guardians and locals are planned and performed in cooperative manner, and students have chances to communicate with locals, such as people from a local elderly’s association and a Child Development Center located in the school district. By meeting and talking with locals, students can learn how people care and help each other, and such caring relationships make the district a precious place for everyone. In this way, Isobe Elementary has established a project to commit Education for Sustainable Development (ESD) to educate future generations so that they can inherit a more sustainable world.

Isobe Elementary strongly believes that when locals, family and schools cooperate and work together to plan and practice learning activities for students, students notice the goodness of their community, and they will grow to love and proud of their local community.

## 2. Object of Project:

Through ESD, from viewpoints of “environmental protection” and “local history,” Isobe Elementary is committed to grow future generations who can achieve more sustainable society by strengthening the connections with the community. Learning about the local environment, history and culture will allow students to consider issues as theirs; therefore, Isobe Elementary aims to educate students who can come up with solutions which leads to new values and actions to shape a better sustainable future. By implementing ESD, Isobe Elementary seeks to grow students who are proud of the local community, have ability to acquire values, knowledge, skills and attitudes necessary to shape a sustainable future.

Followings are our 4 (four) objectives to implement and achieve ESD:

### (1) Environmental protection activities of Uchibari River :

- Creature exploration of the Uchibari River (2nd grade)
- Ecosystem investigation and environmental conservation activity of Uchibari River (4th grade)

Enjoy activities related to the river (creature exploration → raise and observe creatures → representation by drawing and painting, and so on) and realize the greatness of Uchibari River and importance of environmental conservation, then share their findings about environment beautification and conservation.

### (2) Increase local disaster prevention awareness and share it with the locals :

- Educational activities that are coordinated with the local disaster prevention activities
- Look for dangerous locations in cases of natural disasters, and share the information with other graders, guardians and locals
- Parents-child disaster hood making activity

Provide students with opportunities to learn from local adults about the importance of protecting area with them, and think what they can do and what to avoid by sharing the information with others.

### (3) Learning the district's history and communicating with local nature and people :

- An activity where students learn Japanese old games from elders, and then convey what they have learned to younger children who go to nursery school in the same school district (1st grade)
- Explore the school district; investigate nature, industries, and public facilities in the school district (2nd grade)
- Activity to ask the elderly about local history and nature (3rd grade)

By communicating with elders or public facility workers in the local community,

students learn about the history, living and current public welfare status so that they can contribute promoting for the better future society while realizing themselves as a part of the local community.

(4) Activities related to school events:

Isobe Elementary strives to empower students by actively providing them with opportunities to appreciate and love the community, communicate with locals and each other to work together. What they have learned can be demonstrated through students' actions on sports day, arts festival, parents day, open school day, and Isobe Festival where locals, parents and students have chance to meet and work together. Evacuation drills are coordinated to work with fathers' club, Traditional Japanese Games' Club are coordinated to work with old people's association and fire drills are coordinated with the local governing body.

### 3. Execution:

As mentioned earlier in this document, Isobe elementary has been seriously promoting ESD through special emphasis on “environmental conservation” and “local history and nature in terms of environmental conservation.” By deepening the learning and joining activities, students will develop relationship with local people, and such activities leads students to inherit the sustainable world and convey it to the next generation in a better form.

○ Grades and their responsibilities with the community:

- 1st grade      Exchange meeting with nursery schools in the district. Learn old Japanese games from elders and convey the information to smaller children
- 2nd grade      Exploration of aquatic organisms in Uchibari River and school district
- 3rd grade      Learn and communicate with elders through Old Story Listening Club activities
- 4th grade      Uchibari River explorations, investigations and environmental conservation activities
- 5th grade      Welfare experience, learning about babies from local mothers, expression activity (drawing and painting of an old temple in the district)
- 6th grade      Local fire prevention activity, expression activity (drawing and painting of environment/nature surrounding Uchibari River)

○ Environment protection activity of “Uchibari River”

- 4th grade      Uchibari River cleaning activity, environment investigation (aquatic creatures and water quality examination, and data collection) about Uchibari River's flooding history  
Create posters to spread the environmental protection awareness, and

creating of wall newspapers.

○ Fire Prevention

- 6th grade As members of Isobe Safety Club, create an fire prevention map, information publicity activities, protective hood making and disaster swim training in clothes.

○ Learning about local history and culture

- 1st grade Communicating with nursery school children, “Old Japanese Games Club” where students learn about games played long time ago from elders
- 3rd grade Old Isobe Learning Club
- 5th grade Communicate with mothers by visiting nearby Child Development Center/Child Care Support Center called, Hoippu, to communicate with local mothers and learn about infants

(1) ESD Activity Programs (i.e. 4th grade calendar )

SUBJECTS MONTH	Social Study	Science	General	Events
April	Garbage disposal and recycling	Seasons and creatures (spring)		
May			Exploration	Garbage zero campaign
June	Water cycle; where does it come from?	Seasons and creatures (summer)	Investigation	School arts festival
July			Hearing investigation	
September		Seasons and creatures (fall)	Poster making	
October			Send out letters about environmental conservation	
November				
December				
January		Seasons and creatures (winter)		Appreciation day for local school supporters
February				
March				

(2) 4th grade: Environmental conservation activity of Uchibari River



Uchibari River Exploration



Conducting water analysis at Uchibari River

(3) 6th grade: Isobe Safety Club's disaster drill



School district's fire prevention drill



Disaster swim training in clothes

(4) Communicating with local people



Isobe History Listening Club



Infant caring experience at a local  
Child Care Support Center

**4. Types of Materials to Be Used:**

*Elementary School Guidelines for Career Education* (translated title), Ministry of Education, Culture, Sports, Science and Technology 2010

*Glowing Toyohashi* (translated title), Toyohashi Board of Education 2012

*School District History* (translated title) – Isobe, Isobe school district history 2006

*Carrier Education Notebook, Journey guide to find and achieve your dream* (translated title), Aichi Prefectural Board of Education 2012

*Environmental Education Instruction Guidelines* (translated title), National Institute for Educational Policy Research 2007

**5. Is there any types of evaluation to examine the effects of the project on students' comprehension and attitudes?**

Evaluation of students' comprehensions and attitudes shall be evaluated as follows at Isobe Elementary:

- Grasp the outcome by examining students' actions thorough various activities, such as learning records, reports and short essays.
- Observe and evaluate students' will and enthusiasms by observing their attitudes and motivations at the school recital and school correspondences.

In addition to the evaluation method described above, Isobe Elementary will include the following evaluation methods to further promote ESD activities:

- In the School Evaluation Questionnaire (a questionnaire send out to guardians, students, teachers and school workers) examine results regarding “education including local characteristics” and “local awareness” to improve future actions.
- In every February, hold an all teachers' meeting to review and improve activities related to ESD to redesign or adjust curriculums, if necessary, to meet the students' actual conditions and local characteristics for the following year.

*On behalf of my institution, I apply for participation in the UNESCO Associated School Project and give the assurance that this institution will active contribution to the Project, as outlined above, for a minimum period of two years. At the end of ever year, I shall submit a report of the Project to the ASP National coordinator of my country.*

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Kazuyoshi Nakajima

Principal

Isobe Elementary School